

Achieving the Standard for Full Registration

Guidance for New Teachers and Schools

August 2005

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1 Introduction

1.1 Guidance for New Teachers and Schools

This document contains practical advice for new teachers that will help them during the first few weeks in their new post, as well as useful information to help them throughout the year. It also contains guidance for schools on the key elements of the Induction experience and advice relating to supporting and assessing probationer teachers as they work towards achieving the Standard for Full Registration.

1.2 Aims of Induction

A commitment to lifelong learning and personal development is at the heart of being part of a learning profession. As this commitment is regarded as a responsibility for all teachers, Continuing Professional Development (CPD) needs to be presented as a continuum from Initial Teacher Education (ITE), through induction and the whole of a teacher's career.

As new teachers work towards the Standard for Full Registration (SFR), they need guidance and support to address specific development needs using processes which encourage self-reflection and enable new teachers to prioritise areas for development.

New teachers need access to a range of experiences which will enable them to develop professionally in relation to:

- ❖ being a reflective practitioner capable of effective self evaluation which improves their practice;
- ❖ working as a member of a team of teachers;
- ❖ working with other professionals and other adults in the classroom;
- ❖ working with the wider community outwith the school.

The aims of induction are therefore:

- ❖ to develop the new teacher's professional knowledge and understanding of relevant areas of the pre-school primary or secondary school curriculum;
- ❖ to ensure that new teachers have a broad understanding of the principal features of the education system, educational policy and practice and are aware of their own role;
- ❖ to encourage new teachers to articulate their professional values and practices and relate these to theoretical principles and perspectives;
- ❖ to develop the new teacher's ability to plan, implement and evaluate appropriate, coherent programmes of teaching and learning appropriate to the needs of the pupils;
- ❖ to extend and enhance the range of teaching and learning strategies employed by new teachers;
- ❖ to encourage new teachers to work co-operatively with other professionals and adults;
- ❖ to develop the new teacher's classroom organisation and management skills including the effective management of pupil behaviour;
- ❖ to consolidate the new teacher's ability to understand and apply the principles of assessment, recording and reporting and use the evidence of assessment to improve the quality of learning and teaching;

- ❖ to develop the new teacher's ability to reflect critically on their own learning and development and to take personal responsibility for their own professional learning and development.

1.3 Relationship between the Standard for Initial Teacher Education and the Standard for Full Registration

The SFR builds on The Standard for Initial Teacher Education (ITE) in Scotland: Benchmark Information. The ITE Standard was produced through collaboration among key stakeholders, including GTC Scotland, HEIs, HMI, local authorities, QAAHE and schools and it is the benchmark for the provisional registration of newly-qualified teachers. It incorporates and will replace the competences included in the Guidelines for ITE Courses in Scotland (SOEID, 1998). The ITE Standard specifies the range of attributes expected of a newly-qualified teacher in Scotland. The benchmark statements and expected features (competences) are organised into three inter-related categories:

- ❖ professional knowledge and understanding;
- ❖ professional skills and abilities; and
- ❖ professional values and personal commitment.

For reasons of coherence and consistency, the same three categories are used as organisers for the SFR.

Induction for new teachers takes place very largely in the context of the school or schools in which they work. The experience is, therefore, different from Initial Teacher Education (ITE). The SFR implicitly assumes that the overall expectations of the ITE Standard will be maintained and improved as new teachers gain experience.

1.4 The Standard for Full Registration

The professional Standard for Full Registration describes the requirements which new teachers are required to meet to gain full registration with the General Teaching Council for Scotland. The SFR serves two main purposes. It provides:

- ❖ a clear and concise description of the professional qualities and capabilities new teachers are expected to develop during the course of their induction;
- ❖ a professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with the GTC for Scotland.

The key elements of the standard are listed below.

Professional Knowledge and Understanding

- ❖ Curriculum

Registered teachers should....

have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum;

have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.);

have a broad, critical understanding of the principal features of the education system, education policy and practice, and of their part in it;

have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects.

❖ **Education Systems and Professional Responsibilities**

Registered teachers should....

have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it;

have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them.

❖ **Principles and Perspectives**

Registered teachers should....

articulate their professional values and practices and relate them to theoretical principles and perspectives;

have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.

Professional Skills and Abilities

❖ **Teaching and Learning**

Registered teachers should....

be able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach;

communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively;

use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils;

set and maintain expectations and pace of work for all pupils;

work co-operatively with other professionals and adults.

❖ **Classroom Organisation and Management**

Registered teachers should....

organise and manage classes and resources to achieve safe, orderly and purposeful activity;

manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary.

❖ **Assessment of Pupils**

Registered teachers should....

understand and apply the principles of assessment, recording and reporting;

use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach.

❖ **Professional Reflection and Communication**

Registered teachers should....

learn from their experience of practice and from critical evaluation of relevant literature in their professional development;

convey an understanding of practice and general educational matters in their professional dialogue and communication;

reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development.

Professional Values and Personal Commitment

Registered teachers should....

show in their day-to-day practice a commitment to social justice and inclusion;

take responsibility for their professional learning and development;

value, respect and be active partners in the communities in which they work.

1.5 Use of Profile for Entry to the Profession

The profile for entry to the profession provides an important bridge between Initial Teacher Education and Induction. It offers not only a record of assessment of the new teacher's competences but also an indication of the strengths and development needs of the new teacher which should influence and contribute to the Continuing Professional Development programme during the early stages of Induction.

The effective use of the profile means that the new teacher will be able to build a strong and coherent framework for personal and professional development.

The profile is the responsibility of the new teacher and its use is intended to promote professional development during the early stages of the induction year. It will be used therefore as a focus for discussion between the new teacher and her/his supporter in determining targets for the first induction action planning cycle. this plan should be reviewed and amended at regular intervals.

2 Key Elements of the Induction Experience

2.1 Key Features of an Effective Induction Experience

This section describes the key features and assumed features of an effective induction experience and illustrates what these might mean in practice.

(a) Key Features

An effective induction experience:

- ❖ provides a stable environment for the probationer teacher such that the employment restricts class contact time to 0.7 FTE, with 0.3 FTE being set aside for professional development and support provided for 0.1 FTE (see section (c) for further details)
- ❖ enables the probationer teacher to meet the Standard for Full Registration in the category in which s/he is qualified
- ❖ is located in a school which has established, fully registered teachers who will provide support and guidance
- ❖ is located in a school which has staff with a defined responsibility for supporting probationer teachers
- ❖ provides an appropriate probationer support programme taking account of local and national advice
- ❖ is located in a school which has established processes for supporting self-evaluation with probationer teachers and effective monitoring and evaluation mechanisms

(b) Assumed Features

It is assumed that an effective induction experience will normally be located in a school which:

- ❖ employs experienced, well qualified teaching staff
- ❖ has clearly articulated processes and procedures for staff review and development with explicit links to school evaluation and planning
- ❖ has clearly defined aims and policies
- ❖ has established processes for supporting self-evaluation and effective monitoring and evaluation mechanisms
- ❖ is actively involved in effective development planning, individual action planning in particular for probationers, and reviewing the impact of the planning process
- ❖ provides opportunities for individual teachers to develop their professional competence, personal commitment and leadership qualities
- ❖ displays a positive ethos embracing the principles of fairness and equality

(c) Key Features: Illustrations of Practice

Can provide a stable environment for the new teacher and enables the teacher to meet the Standard for Full Registration in the category in which s/he is qualified

- ❖ For probationer teachers in the primary sector the whole of the 0.7 FTE should normally be spent with one class. However, where this is not possible at least 80% of the timetable, ie at least 0.55 FTE, should be spent in one class.
- ❖ Probationer teachers in the secondary sector, whether qualifying in one or two subjects, will have been allocated to a school in the Induction Scheme on the basis of one of their subjects.
 - The probationer teacher should be regarded as being a teacher of one subject (allocated subject) in which he/she was allocated.
 - The timetable should be equivalent to a maximum of 0.7 FTE of a main grade teacher's timetable. However, where this is not possible at least 80% of the timetable, ie at least 0.55 FTE should be spent in the allocated subject.
 - There should be as full a spread of classes as possible across the year groups and include a significant element of classes pursuing SQA course.

Has established, fully registered teachers who will provide support and guidance and staff who have a defined responsibility for supporting new teachers

- ❖ Staff with a key responsibility for probationer teachers have clearly defined and understood remits which meet the needs of the probationer, the school and its pupils.
- ❖ Staff with a key responsibility for probationer teachers fulfil their remits well, are influential and provide high quality support. They demonstrate effective support/mentoring skills. Their teaching where appropriate is a model of best practice.
- ❖ Staff with a key responsibility for probationer teachers form an effective team and work well with probationers in a team approach.

Provides an appropriate support programme for new teachers

- ❖ The probation support programme is well designed, has breadth and balance among the various elements, takes account of local and national advice and links explicitly to the school aims and plans.
- ❖ The various elements of the support programme are planned and approached in an appropriate sequence to meet the needs, abilities and aspirations of the probationer teachers and to promote progression and continuity in his/her learning and development.

Established processes for supporting self evaluation with the new teachers

- ❖ Probationer teachers are fully involved in reflective and systematic self-evaluation which is explicitly focused on improving the quality of pupils' experiences and standards of attainment and improving the quality of their teaching.
- ❖ Self-evaluation is rigorous and generates valid and reliable evidence of development. The discussion resulting from the self evaluation is used effectively to identify priority areas for action by the probationers. Effective action is taken in response to these and to other comments.

- ❖ Probationer teachers systematically monitor and evaluate progress in implementing the probation action plan and in meeting agreed targets.

(d) Assumed Features: Illustrations of Practice

Employs experienced and well-qualified teaching staff

- ❖ There is a sufficient number of fully registered teaching staff to provide appropriate support for new teachers.
- ❖ There is a very good balance of experience among staff. Individual members of staff are well qualified and, taken as a whole, they have a range of qualifications, skills and training relevant to their responsibilities and the needs of supporting new teachers.

Clearly articulated processes and procedures for staff review and development with explicit links to school evaluation and planning

- ❖ All teaching staff have a clear and well focused remit.
- ❖ Information from staff review and other sources is used to inform the school's self-evaluation and planning process. Senior staff have clear responsibilities for, and a commitment to, staff development and review. The development needs of staff are identified effectively. The provision of support for staff development takes full account of, and carefully balances, whole-school, team and individual needs. The system for identifying and acknowledging successes and needs is applied at all levels. Staff are fully aware of the aims and priorities for staff development.
- ❖ Well-designed procedures for review of new teachers leading to the recommendation to award of full registration (SFR) exceed the key principles of best practice highlighted in local and national guidelines.
- ❖ Staff development for new teachers is well planned and matched to the identified needs of individuals and of the school or team. The Induction Support Programme makes effective use of staff, local and national expertise as appropriate. Activities are followed up and evaluated and the findings are used to influence future planning. New teachers experience an effective induction process.

Clearly defined Aims and Policies

- ❖ Teaching staff and in particular, New teachers have a clear understanding of school aims, core purposes, values and how these are being taken forward. All have been engaged in the process of their development. Aims are concise and have an appropriate focus on improving the quality of pupils' learning experiences and maximising standards of attainment.
- ❖ Staff participate actively in the development and review of policies and guidelines.

Established processes for supporting self-evaluation and effective monitoring and evaluation mechanisms

- ❖ All staff but in particular, new teachers, are fully involved in reflective and systematic self-evaluation which is explicitly focused on improving the quality of pupils' experiences and standards of attainment and improving the quality of teaching.
- ❖ Self-evaluation is rigorous and generates valid and reliable evidence which contributes significantly to procedures for assuring quality. Its results are used effectively to identify priority areas for action by the probationers. Effective action is taken in response to these and to other comments.

- ❖ Promoted staff monitor new teachers' plans, observe and evaluate classroom practice, track pupils' and evaluate the new teacher's progress towards meeting the Standard for Full Registration (SFR). New teachers systematically monitor and evaluate progress in implementing the probation action plan and in meeting agreed targets.
- ❖ Self-evaluation provides valid, comprehensive and reliable evidence for reporting on progress towards the achievement of the Standard for Full Registration. Arrangements for reporting on SFR are based on concise and accurate evaluations of performance across key areas, and clearly convey strengths and areas for improvement.

Involved in effective development planning, individual action planning and reviewing the impact of the planning process

- ❖ The development plan is well organised and provides a clear and easy to read summary of aims, audit and action. It accurately summarises key strengths, areas for development and progress made in achieving previous development priorities. The action section provides a strategy for improvement in key areas over a number of years along with well-chosen annual priority projects. Priorities for development are clearly linked to local improvement objectives.
- ❖ Probationer action plans clearly identify how targets will be addressed and objectives met. Staff development requirements are clearly identified.
- ❖ Priorities set in previous new teachers' action plans have been implemented effectively. Very good progress is being made towards enabling new teachers to meet or exceed the Standard for Full Registration. The implementation of plans has resulted in an improvement in the quality of pupils' experiences and has had a positive impact on maximising attainment.

Opportunities to develop professional competence, personal commitment and leadership qualities

- ❖ Staff supporting the new teacher understand the values which underpin the strategic direction of the school, have a range of relevant personal qualities and interpersonal skills, including the ability to create confidence and motivate and inspire the probationer teacher, is a positive influence on the probationer teacher in his/her care, have the ability to evaluate objectively his/her personal qualities, his/her contribution to teamwork and promote the best practice identified in the school.
- ❖ The member of staff supporting the new teachers has personal credibility in the classroom and demonstrates a high level of professional competence. He/she should identify and focus on clear priorities identified through effective self-evaluation and put the new teacher's learning and development at the centre of personal improvement activities.
- ❖ The member of staff supporting the new teacher has very good relationships with pupils, parents and other staff, is responsive and has a planned approach to his/her own development.

Displays a positive ethos and embraces the principles of fairness and equity

- ❖ Staff identify strongly with the school and are proud to be associated with it.
- ❖ School managers play a significant role in fostering a good atmosphere throughout the school.
- ❖ Morale is high and relationships among staff and pupils are very positive.

- ❖ The promotion of equality of opportunity and a sense of fairness is strongly evident in all aspects of the work of the school.

2.2 Roles and Responsibilities

This section describes the different roles of individuals involved in the Induction process.

As explained below, support for probationer teachers is provided by a range of individuals whose contributions need to be co-ordinated and managed. The employer has a responsibility for ensuring that the probationer has a clear understanding of the context within which they are employed. The supporter has a responsibility for agreeing the initial programme of Continuing Professional Development and providing regular support for and feedback to the probationer. The supporter may also have a responsibility for co-ordinating access to a range of appropriate activities both within the school and outwith to support the development of the probationer. The probationer teacher has a responsibility to take an active role in reflecting on and improving their teaching ability.

Probationer teachers are expected to:

- ❖ check that their timetable meets the stipulated requirements;
- ❖ be open, enthusiastic about and receptive to continuing professional development and the probation process;
- ❖ seek advice and guidance from their supporter and other appropriate colleagues;
- ❖ become familiar with the school's policies and the school development plan;
- ❖ use the regular meetings with the supporter and the agreed action plans to support their learning and development;
- ❖ review and reflect on teaching and learning and adjust plans and expectations in the light of their pupils' achievements;
- ❖ self-evaluate and monitor their professional learning and development with their supporter and other staff as appropriate;
- ❖ maintain a record of professional development targets and future actions;
- ❖ identify and record appropriate critical incidents and evidence to use as a focus of discussion with their supporter.

The supporter is expected to:

- ❖ get to know the probationer professionally and personally;
- ❖ create an open, supportive and challenging climate for discussion;
- ❖ co-ordinate and manage the probationer's professional development programme;
- ❖ monitor and evaluate progress through observation of teaching, providing feedback, organising regular meetings focusing on the probationer's self-evaluation of their progress and identifying development needs and action plans;
- ❖ ensure that opportunities are provided to address the professional development needs of the probationer;
- ❖ provide pastoral support, when appropriate;
- ❖ oversee the development, implementation and review of the probationer teacher's action plans and portfolio;

- ❖ monitor and evaluate the quality and effectiveness of the school support programme for the probationer teacher;
- ❖ encourage the probationer to reflect on their teaching and evaluate pupils' learning;
- ❖ complete in conjunction with the headteachers, the interim and final profiles for the probationer;
- ❖ liaise with the local authority induction co-ordinator and continuing professional development co-ordinator.

The headteacher is expected to:

- ❖ ensure that the probationer's timetable meets the stipulated requirements;
- ❖ support professional development of the probationer within the staff team;
- ❖ enable the probationer and supporter have time to discuss the progress of the probationer and ensure access to appropriate professional development activities;
- ❖ provide opportunities for professional development for the supporter;
- ❖ monitor and evaluate the school's probation support programme with the supporter;
- ❖ complete, in conjunction with the supporter, the interim and final profiles for the probationer and recommend probationers for full registration with the General Teaching Council for Scotland.

The school is expected to:

- ❖ prepare a probation information file/pack including:
 - school aims, ethos and mission statement
 - school routines and administration arrangements
 - school policies and procedures
 - resources and facilities
 - school induction programme
 - staff list
 - health and safety information
 - extra-curricular activities;
 - parental contact;
 - information about where to locate information related to relevant legislation or codes;
- ❖ ensure the probationer teacher has a copy of their job description.

2.3 Continuing Professional Development (CPD)

This section provides a framework for professional discussion and development for the induction year. At employer level it includes setting the context within which the probationer teacher is working and providing, throughout the year, access to core CPD activities and meetings with local authority personnel. At school level it includes information related to how the school operates within the local authority and the key policies and practices employed. For the supporter it provides a broad indication of their role. For the probationer teacher it provides an indicator of the cycle of meetings with the supporter, observed teaching sessions and the completion of reports for GTC Scotland, plus the variety of CPD activities they will have access to.

August – September

Employer Induction Input

Introductory session(s) by the employer to:

- ❖ introduce probationer teachers to:
 - the work of the employing authority/body
 - policies and priorities
 - expectations of new teachers
 - contractual obligations
 - structure of support, etc for probationer teachers;
- ❖ introduce the key personnel probationer teachers will work with at employer level;
- ❖ introduce the programme of professional learning and development opportunities offered.

In addition to the issues noted above, it is expected that the employer will provide opportunities for probationers to meet together and have access to centralised CPD opportunities throughout the year.



School Induction Input

Introductory session(s) by the staff within school responsible for probationer teachers to:

- ❖ contextualise employer input in terms of:
 - the school and its environment
 - school and departmental expectations and support
 - school policies and practices;
- ❖ discuss/issue the school's probation information pack;
- ❖ introduce supporter(s) and discuss the ways in which the supporter and probationer teacher will work together;
- ❖ discuss the programme of continuing professional development opportunities offered by the employer, the school and other providers that the probationer teacher will have access to.



Discussion session with supporter

The **first** meeting of the probationer teacher with their supporter is important in terms of:

- ❖ ensuring the probationer teacher has all of the information necessary to enable him/her to embark on the first few weeks of teaching, this would include knowing where to locate resources etc;
- ❖ discuss the probationer teacher's timetable and the use of the probationer teacher's time, for example, amount of the week devoted to teaching, planning and preparation, CPD and collegiate time;
- ❖ schedule weekly meeting.

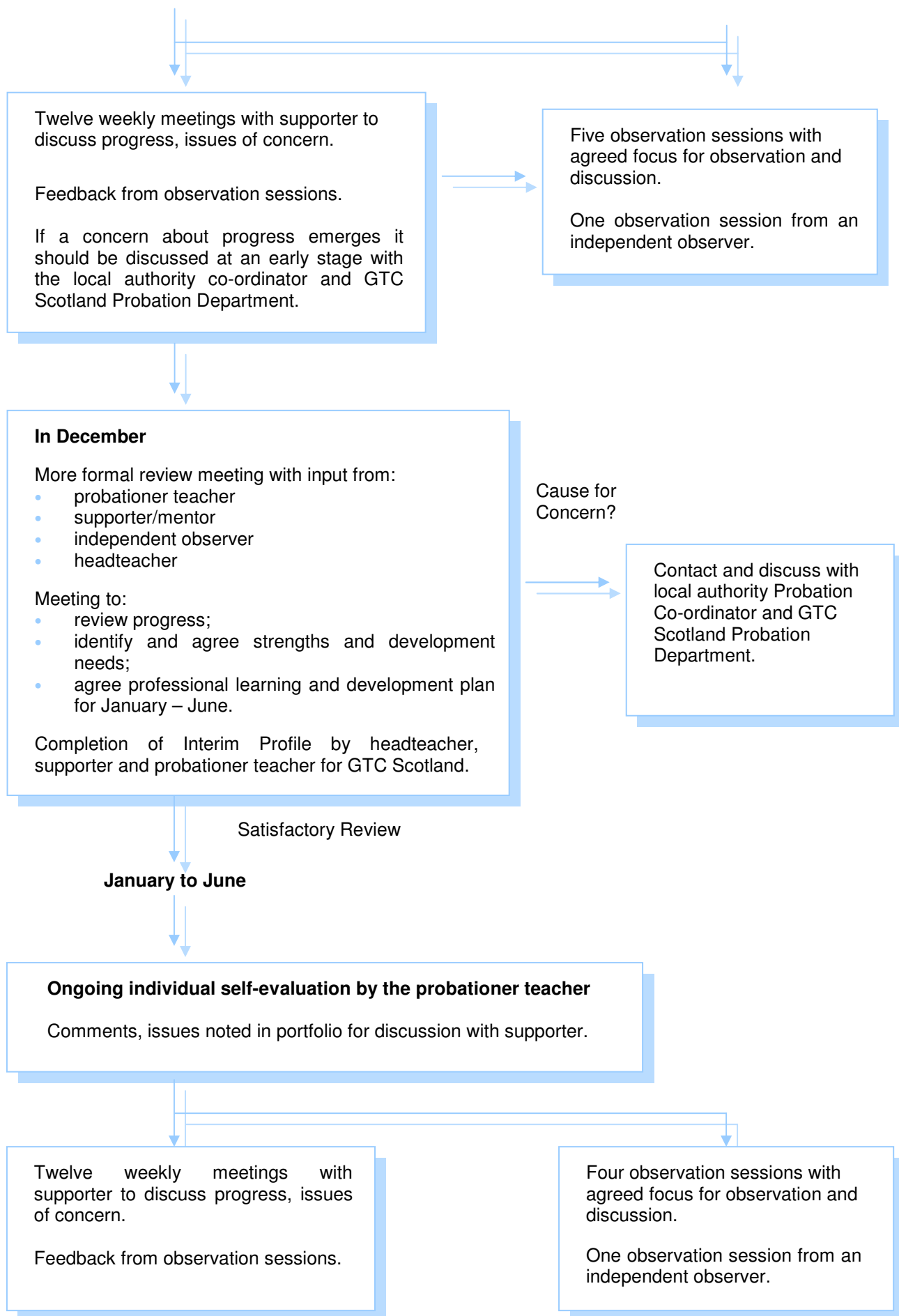
Between August and December

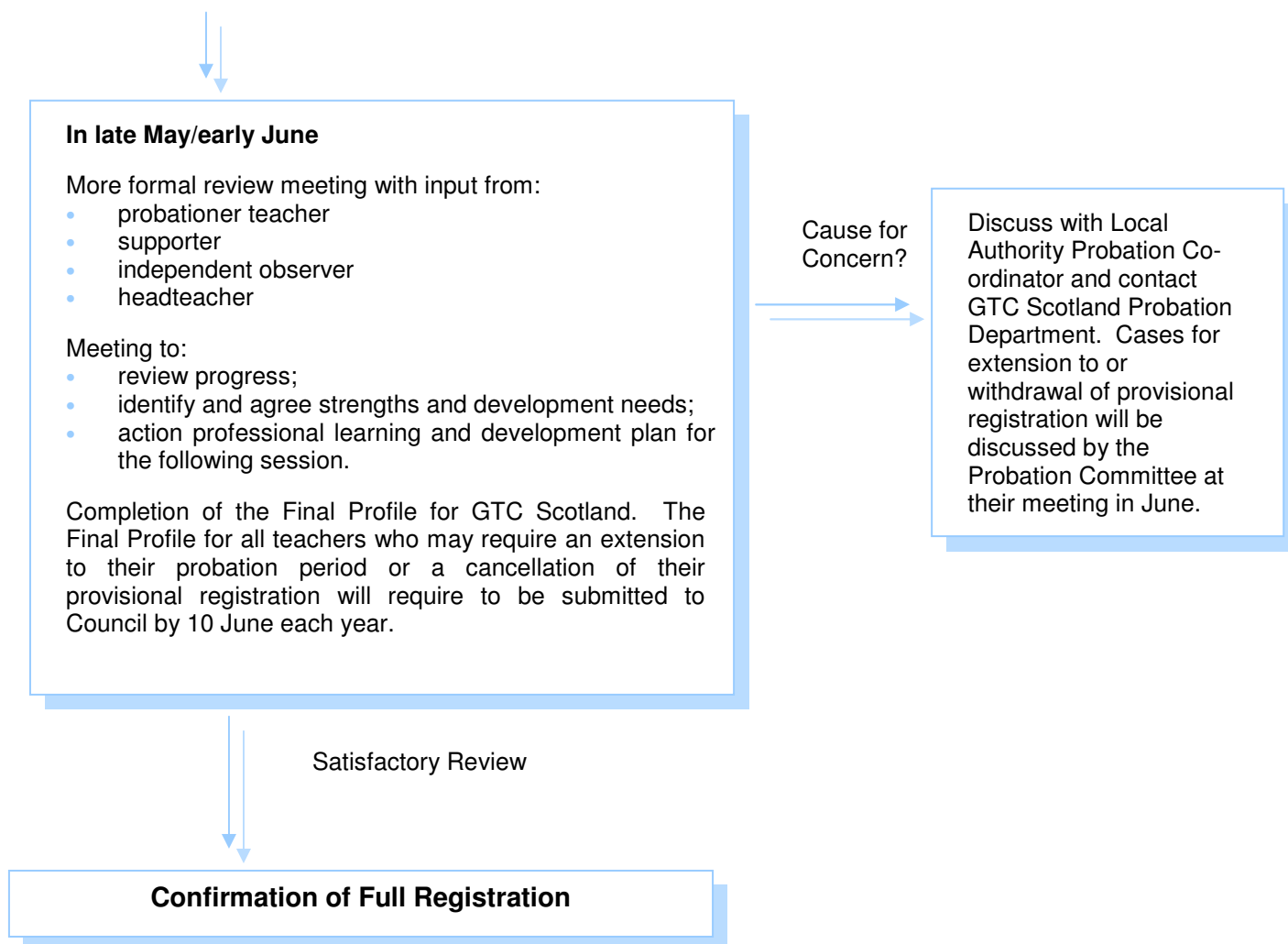
An early meeting of the supporter and the probationer teacher should be used to discuss the ITE profile and to identify some aspects of the professional development programme for the August to December period. This programme should identify:

- ❖ enhanced planning and preparation time, ie what element of the 0.3FTE can be allocated to planning and preparation in addition to the teacher's normal planning and preparation time;
- ❖ core experiences to be undertaken in or out of school, ie the meetings organised for groups of probationers either in school or in the local authority and centralised CPD courses that have been organised for all probationer teachers;
- ❖ specific learning experiences in the light of self evaluation and discussion;
- ❖ gaining a wider understanding of the work of the school; this could include team teaching, observing other colleagues, working with support for learning staff.

Ongoing individual self-evaluation by the probationer teacher

Comments, issues noted in portfolio for discussion with supporter.





2.4 Sample Programme of CPD

The previous section provided a framework for professional discussion and development, or CPD, for the induction year. This section provides a sample programme of CPD for the induction year and is split as follows:

- ❖ the programme of professional discussion and support arising from time allocated with the school designated probationer supporter;
- ❖ the programme of school based CPD, initially providing an induction to the work of the school and subsequently providing a variety of experiences arising from personal reflection and supporter discussions;
- ❖ the programme of local authority based CPD, initially providing an induction to working for the employer and subsequently providing a selection of core experiences available to all probationers.

Month	Probationer/Support Meetings	School Based CPD	Local Authority Based CPD
Aug	Introductory Meetings <ul style="list-style-type: none"> ❖ discuss the probationer teacher's timetable and the use of the probationer teacher's time, for example, amount of the week devoted to teaching, planning and preparation, CPD and collegiate time ❖ schedule weekly meeting 	Introductory Session <ul style="list-style-type: none"> ❖ contextualise employer input in terms of: <ul style="list-style-type: none"> - the school and its environment - school and departmental expectations and support - school policies and practices ❖ discuss/issue the school's probation information pack ❖ introduce supporter(s) and discuss the ways in which the supporter and probationer teacher will work together ❖ discuss the programme of continuing professional development opportunities offered by the employer, the school and other providers that the probationer teacher will have access to 	Introductory Session <ul style="list-style-type: none"> ❖ introduce probationer teachers to: <ul style="list-style-type: none"> - the work of the employing authority/body - policies and priorities - expectations of new teachers - contractual obligations - structure of support etc for probationer teachers ❖ introduce the key personnel with whom new teachers will work at employer level ❖ introduce the programme of professional learning and development opportunities offered
Sept	Weekly probationer/supporter meetings 9 observed sessions, 5 between August and December and 4 between January and June	Enhanced Planning and Preparations Literacy Numeracy	Classroom organisation/behaviour management
Oct		Shadow/Team teaching with experienced staff	Planning/time management
Nov		School Board/Parent/Teacher Groups	Learning and teaching
Dec		Working with Support for Learning Team	Network and sharing success
Jan		Working with Parents	Collaborative working
Feb		Liaison with associated schools	Assessment and reporting to parents
Mar		Cross curricular issues	Career development/CPD
Apr		ICT	
May		Team teaching	Celebrating achievement
Jun			Interview process

2.5 Self-Evaluation Tool

Introduction

This section describes the process of self-evaluation which the probationer teacher should use to help him/her identify specific strengths and areas for development. Self-evaluation is a skill which enables the probationer teacher to consider his/her Continuing Professional Development not only during the Induction Year but, as a reflective practitioner, through his/her entire teaching career.

The process of self-evaluation

The process of self-evaluation is based on the following model:

- ❖ **analyse** the different approaches to learning and teaching appropriate to the pupils and the community to which they belong;
- ❖ **specify** or define what aspect(s) of learning and teaching are going to be addressed and what it is hoped is achieved;
- ❖ **plan** what the starting point is and how this approach will be implemented and monitored;
- ❖ **implement** and track the teaching and learning, sharing the work in which he/she is involved with their supporter and other colleagues, welcoming feedback;
- ❖ **review** what has been achieved;
- ❖ **evaluate** learning, record and identify next steps.

The Role of the Probationer

The probationer teacher should:

- ❖ use reflection and feedback as tools to evaluate performance;
- ❖ maintain a succinct, well-organised and coherent portfolio of evidence of own learning;
- ❖ take into account suggestions for professional development;
- ❖ be realistic, and mention failures and frustrations as well as successes;
- ❖ identify specific, achievable areas for development;
- ❖ use all of the above to inform discussion with supporter.

The Role of the Supporter

The supporter helps the probationer teacher through discussion about what the probationer has learned, and the evidence to support this, and encourages the teacher to show his/her learning is impacting on his/her daily teaching and learning. Specific input from the supporter will be required to ensure that the goals and targets set are SMART:

- | | |
|-------------------|---|
| SPECIFIC | - stating clearly what has to be done |
| MEASURABLE | - either quantitative/qualitative or both |
| ACHIEVABLE | - with the individual's capabilities and the resource available |
| RELEVANT | - to the individual/department school |
| TIMEBOUND | - achievable within a specific agreed timescale |

The Starting Point

The Initial Teacher Education Profile is the starting point for the probationer teacher's development in all areas of the Standard for Full Registration (SFR). Some areas are likely to require more attention than others.

The first step is to transfer the strengths identified on the ITE Profile to the appropriate section of the SFR: Self-Evaluation Overview form. As a result, development priorities will become clear.

The supporter and probationer should then agree the order in which these priorities should be addressed. Obviously this may change over the school session but an initial plan will be useful to ensure coverage of, and competence in, all aspects of the SFR by the end of the Induction Year.

The Process in Action

The Initial Teacher Education Profile is the starting point for the probationer teacher's development in all areas of the Standard for Full Registration (SFR). Some areas are likely to require more attention than others.

- ❖ Transfer of strengths from ITE profile to appropriate Section of the SFR: Self-Evaluation Overview form.

Development opportunities will become clear.
- ❖ Supporter and probationer agree order in which priorities will be addressed between August and December. This initial plan may change during the year.
- ❖ Probation selects initial focus for CPD and records on the CPD Tracking Record:
 - the aspect of the standard being addressed
 - reasons for the choice
 - issues for discussion with supporter.
- ❖ During the period when this aspect of CPD is being addressed the probationer should:
 - record progress being made
 - where evidence can be found to support learning
 - dates when this formed focus of weekly meetings with supporter.
- ❖ Evidence should also be available on the Supporter Meeting Notes form and on the Observed Teaching Feedback form.

Self-Evaluation Overview

CPD Tracking Record

Observation Teaching Feedback

Supporter Meeting Notes

Templates of the self-evaluation forms mentioned above are contained in Appendix I.

When a probationer teacher is to be observed, the supporter and probationer should agree beforehand:

- the context in which the observation will take place
- the focus of Teaching service abroad which may be considered for probationary purposes provided that the service is satisfactory, relevant to the teaching qualification held, and the medium of instruction is English
- the element of the standard being observed
- the length of the observed session
- whether the observer will take an active part in the class
- whether the observer will take notes
- when the feedback session will occur.

This process will be repeated on a schedule agreed by the supporter and probationer.

In December, the information and evidence gathered over the August – December period will be reviewed more formally and a summary of the information will form the basis of the Interim Profile.

Another formal review will be held in May/June before completion of the Final Profile.

Sample CPD Tracking Record

Professional Standard	Reasons for Choice	Issues for discussion with supporter
Curriculum Specific development aspects to consider Health education	<ul style="list-style-type: none">❖ Identification on ITE Profile❖ Limited experience in teaching Emotional Strand within 5-14 guidelines❖ Require specific focus on introductions to themes, particularly anti-bullying❖ Context within class predominantly of boys	<ul style="list-style-type: none">❖ Review experience of teaching Health Education❖ Resources available in terms of planning❖ Strategies based on experience and good practice
Progress made <ul style="list-style-type: none">❖ Read 5-14 National Guidelines Health Education in addition to school policy and programme of study❖ Met with appropriate professionals including Educational Psychologist and Community Liaison Officer with view to their possible input❖ Looked at, and selected, relevant resources to implement Programme of Study		Sources of evidence Forward Plans Children's work and display Children's behaviour Records of Professional and Learning Development
Date/s discussed with Supporter September 3,10		Further information and guidance
Dates of associated classroom observation visit/s September 30		

Sources of Evidence

This table indicates some of the possible sources of evidence which the probationer teacher might use to exemplify his/her learning.

Professional Standard	Some Suggested Sources of Evidence
Professional knowledge and understanding	
Curriculum:	
demonstrates a wide knowledge of curricular content	❖ Long, medium and short term plans ❖ Pupils' work ❖ Discuss the planning, organisation and management of learning
plans coherent, progressive teaching programmes and lessons within them which match pupil needs and abilities	
shows understanding of nature of curriculum	
is aware of, and contributes to, cross-curricular aspects of the curriculum	
Education Systems and Professional Responsibilities:	
is aware of his/her pastoral and contractual duties	❖ Observations ❖ Discussion ❖ Questionnaires
maintains appropriate relationships with pupils, colleagues and other members of staff	
adheres to school policies in respect of administration	
Principles and Perspectives:	
is committed to the values of the profession	❖ Portfolio ❖ Discussion
is committed to personal development	
Professional Skills and Abilities	
Teaching and Learning:	
presents what is taught clearly and in a stimulating manner	❖ Lesson plans and schemes of work ❖ Observations and assessments of pupils' learning ❖ Pupil feedback ❖ Pupils' work ❖ Focused observations ❖ Feedback from supporter ❖ Multi-media records of teaching
questions effectively and supports discussion	
employs a range of teaching strategies	
makes appropriate demands on pupils	
identifies and responds appropriately to pupils with difficulties in, or barriers to, learning	
takes differences among pupils into account (e.g. gender, social, cultural, religious, linguistic)	
works co-operatively with other professionals and adults	
Classroom Organisation and Management:	
organises and manages classes and selects appropriate resources to achieve, overall, safe, orderly and purposeful activity	❖ Feedback from supporter
manages pupil behaviour fairly, sensitively and consistently.	
Assessment of Pupils:	
assesses the quality of pupils' learning against relevant national standards.	❖ Observations and assessments of pupils' learning ❖ Pupil feedback ❖ Pupils' work ❖ Focused observations
assesses and records progress.	
provides regular feedback to pupils.	
Professional Reflection and Communication:	
can learn from his/her experience of practice.	❖ Portfolio ❖ Self-evaluation ❖ Feedback and observations from supporter
can convey an understanding of practice and general education matters in his/her professional dialogue and communications.	
Professional Value and Personal Commitment:	
shows commitment to social justice and inclusion in day to day practice.	❖ Contact with / feedback from parents
takes responsibility for professional learning and development.	
values respect and is an active partner in the community in which he/she works.	

Sources of Further Information and Guidance

This table indicates some of the sources to which a probationer teacher might be referred

Professional Standard	Suggested sources of further information / guidance
Professional Skills and Abilities	
Teaching and Learning:	
plans coherent, progressive, justifiable teaching programmes to match the needs and abilities of his/her pupils	<ul style="list-style-type: none">❖ Effective learning and teaching (HMI)❖ Standards and quality in Primary and Secondary schools (HMI)❖ Educating for anti-racism - www.home office.gov.uk❖ www.scre.ac.uk❖ Citizens of multilingual world Scottish Executive
communicates effectively with pupils using a variety of techniques	
employs a range of teaching strategies and resources	
sets and maintains expectations and pace of work for all pupils	
works co-operatively with all adults	
Classroom Organisation and Management:	
organises and manages classes and selects appropriate resources to achieve safe, orderly and purposeful activity	<ul style="list-style-type: none">❖ Scottish virtual teachers centre www.svtc.org.uk❖ Better behaviour : better learning (SEED)❖ Promoting positive discipline
manages pupils behaviour fairly, sensitively and consistently and seeing advice of colleagues when necessary	
Assessment of Pupils	
understands and applies the principles of assessment, recording and reporting	<ul style="list-style-type: none">❖ SQA Guidance on generating evidence for national course estimates and assessment appeals❖ Assessing our children’s educational needs : the way forward? (SEED)❖ www.sqa.org.uk
uses results of assessment to inform learning and teaching	
Professional Reflection and Communication	
can learn from his/her own experience and findings of others	<ul style="list-style-type: none">❖ www.scre.ac.uk❖ www.ltscotland.gov.uk❖ www.scotland.gov.uk/who/dept_education.asp
can convey an understanding of practice and general education matters in his/her professional dialogue and communications	
can reflect on, and take forward, his/her own classroom practice, take part in own professional development and contribute to curriculum development	

Sources of Further Information and Guidance (cont.)

Professional Standard	Suggested sources of further information / guidance
Professional knowledge and understanding	
Curriculum:	
demonstrates a detailed knowledge and understanding of relevant areas of pre-school, primary or secondary school curriculum	<ul style="list-style-type: none">❖ Departmental guidelines❖ 5-14 National guidelines❖ Effective Learning and Teaching in Scottish Secondary Schools❖ Curriculum framework for children 3-5❖ How Good Is Our School 2❖ Managing the change (HMI)❖ Interchange documents❖ Click thinking (SEED)
has sufficient knowledge and understanding to fulfil his/her responsibility for literacy, numeracy, personal, social and health education and ICT	
shows understanding of nature and development of the curriculum	
is aware of, and contributes to, cross-curricular aspects of the curriculum	
Education Systems and Professional Responsibilities:	
has a broad, critical understanding of his/her part in the education system, education policies and practice	<ul style="list-style-type: none">❖ Staff handbook❖ School policies❖ www.sqa.org.uk
has a detailed working knowledge of his/her sector, the school(s) in which s/he works and his/her professional role within them	
Principles and Perspectives:	
can articulate and relate theory of teaching to actual practice and vice versa	<ul style="list-style-type: none">❖ www.gtcs.org.uk❖ www.ltscotland
has both a personal knowledge as well as an understanding of the importance of research with regard to education	
Professional Value and Personal Commitment	
shows commitment to social justice and inclusion in day to day practice	<ul style="list-style-type: none">❖ Education for citizenship (SCRE)
takes responsibility for professional learning and development	
values, respects and is an active partner in the community as a whole	

2.6 The Completion of Interim and Final Profiles

The Format of the Interim Profile

Page 1	indicates personal details about the teacher.
Page 2	provides a copy of the teacher's timetable; it is important that the requirements stipulated in 2.1(c) are met.
Page 3	provides a list of meetings held with the designated supporter.
Page 4	provides information relating to the observed teaching sessions.
Page 5	indicates the range of professional development opportunities which the probationer teacher has undertaken, either in school or as part of the local authority programme.
Pages 6 and 7	includes a statement of the Standard for Full Registration and provides an opportunity for comments in relation to key strengths and areas of development in terms of various elements of the Standard.
Page 8	indicates the agreed targets and action for period January to June.

The Format of the Final Profile

The final profile is identical to the interim profile except on pages 2 and 8 where there are significant differences.

Page 2	the agreed targets and actions from the interim profile should be transferred directly to this page so as to form the basis for the experiences that the probationer subsequently undertakes.
Page 8	indicates the agreed targets and action for the personal CPD that the teacher will undertake following the induction period.

Completing the Profiles

Appendix II provides specific advice on completion of the profiles.

The report should be as full as possible at every stage of the reporting process, and should be based on evidence collected from the ongoing assessment of the probationer teacher.

The Recommendation of the School

It is essential that final profiles on probationers be concluded by a definite recommendation. The essence of the Council's thinking on probation is that the ultimate responsibility for maintaining the high standards of entry to the profession rests with teachers themselves. While the Council grants full registration, it is the teachers in schools who recommend it.

One of the following recommendations must be made:

- ❖ that full registration be granted; or
- ❖ that the period of provisional registration be extended; or
- ❖ that registration be withdrawn.

Detail required in the case of a recommendation for extension or withdrawal of registration

In the event of a recommendation for an extension or a withdrawal of registration as much detail as possible is required. Clear, dated and detailed documentary evidence in support of the recommendation would be greatly appreciated.

The Probation Committee of the Council would value as much detailed information as possible on the following points:

Methods of Assessing Probationer

- ❖ How often was the probationer observed teaching and by whom?
- ❖ What feedback was given to the probationer?
- ❖ If the Advisory Service was involved, it would be helpful to include any appropriate reports reported by them.

Early Warning

- ❖ When was the probationer first made aware of unsatisfactory performance?
- ❖ Was this at any time made clear in writing to the probationer?
- ❖ What remedial action was suggested or taken?
- ❖ What support was given?

Help

- ❖ What steps were taken to help the probationer?
- ❖ What contributions were made by various members of staff?
- ❖ Was there any professional development organised to assist the teacher address problems?

Circumstances under which a recommendation for extension is advisable

Recommendations for extension of the period of probation should be reserved for cases where there is a real prospect that the probationer concerned will reach the SFR.

Circumstances under which a recommendation for withdrawal of registration is advisable

Recommendations for withdrawal of registration should be made following a clear professional judgement that, despite all efforts to help, the probationer concerned has no prospect of achieving the SFR.

How the GTCS deals with Profiles

When a final profile is received all interim profiles previously submitted are attached to the Teacher's Certificate of Provisional Registration.

On successful completion of the probationary period of service, and on receipt of a recommendation for full registration, provisional registration will be exchanged for full registration. A certificate will be issued confirming either primary or secondary and, in the case of secondary, the subject(s).

If a recommendation for an extension to the probationary period is received, the probationer will be advised in writing (with copies to the headteacher and the employer) of the further period required. The probationer has the right to request reconsideration of his/her case by writing to the Probation Committee.

On receipt of a recommendation that registration should be withdrawn, the case will be considered by the members of the Probation Committee. The probationer has the right to be present and/or be represented by an official of one of the teachers' organisations or a lawyer at this meeting. In addition, the probationer can appeal against the Probation Committee's decision by writing to the Probation Appeals Board.

Probationer to see and sign the Profile

It is the Council's policy that a probationer must see, sign and receive a copy of all reports on him/her submitted to the Council by the headteacher. By signing an interim or final profile the probationer is only indicating that they have read the report, not that they agree with the contents.

It is also the Council's policy that profiles submitted are confidential to:

- (a) the headteacher,
- (b) the probationer's supporter,
- (c) the probationer concerned,
- (d) the Probation Committee, and
- (e) in appropriate cases, the Probation Appeals Board.

The only exemption to this policy applies to the section on page 8 of the profile which is copied and retained by the teacher and the school for staff development purposes.

A probationer has the right to make detailed comment in a separate communication to the Council.

Criteria to be used in the assessment of probationers' teaching

The Standard for Full Registration will be used by supporters and headteachers as the criteria for judgements about the quality of work of the probationer teacher.

3 Starting Out

3.1 Tasks for Completion before the Probationer's First Day in Post

The probationer will find their first few days in school very full. It is well worth spending some time in the school, either before the end of the previous term or during the school holidays if this is possible. This brief spell will help the probationer to establish the school's opening hours, lunch times etc. It is also helpful to visit the room(s) the probationer will be using.

The first day is normally a staff development day and most schools will have a full programme of activities planned either whole school or departmental. There will be numerous opportunities to meet and mix with other members of staff.

The following tasks should be completed before the probationer's first day in school. If this is impractical, then they should be considered before meeting the probationer's class(es) for the first time.

General Information on the School	Action Required	Completed
Obtain a copy of the Staff Manual and School Probationer Handbook.		
The probationer obtains a copy of their contract.		
Establish which specific member of staff is the designated supporter.		
Know the key times in the day eg lunch, intervals, early closing.		
Have an accurate copy of the timetable.		
Know the procedures for a fire drill.		
Know the procedures for any medical matters, eg the internal telephone numbers of the medical room, main office etc.		
Know where the nearest phone is and have a list of important telephone numbers.		
Know the procedures for the use of the phone.		
Established procedures for releasing pupils from the probationer's class, eg toilet, collecting materials.		

The Pupils	Action Required	Completed
Obtain a pupil list for their class(es).		
Access the relevant information about your class(es) from the previous teacher (or head of department).		
Have a list of pupils meriting attention, medical or otherwise, in your possession. Please remember that confidentiality is of paramount importance.		
Have information on the school/departmental policy on pupil groupings eg mixed ability/social groups.		
Read a copy of the school/departmental behaviour and/or discipline guidelines.		
Establish folder/planner which will contain your forward plans/daily plan etc.		

Resources	Action Required	Completed
Obtain a copy of the school/departmental policy for the withdrawal of resources from the staff base. Most departments have resources distributed between the base and classrooms.		
Establish where the resources that are likely to be needed are located.		
Obtain a copy of the programme of study/syllabus for the subject(s) to be taught		
Prepare a class planner/diary.		
Establish a system for ensuring that any books/ resources that are needed will be available.		
Obtain the school/departmental policies on photocopying.		
Establish which jotters/folders/papers are to be issued to each class or for each subject. Be aware of school/departmental procedures for loss of such items.		
Become proficient in the use of the equipment available, including computers, in the department.		
Find out how non-teaching staff are deployed and managed in the school.		
Establish the procedures for creating new resources, eg Desk Top Publishing.		

Please remember, other staff in the school should be able to give advice on creating new materials and how to differentiate them. Ask for advice if unsure about the appropriateness of the tasks that are set.

3.2 Tasks for the Staff Development Day or Before Meeting Pupils for the First Time

The Pupils	Action Required	Completed
The probationer finds out about any pupil changes within their class(es), eg change of surname, new admittances since the summer etc.		
Know the procedures for welcoming pupils. Know whether to collect them (and where to collect them from) or if they come straight to your room.		
Know the arrangements for free meals and bus passes.		
Know the arrangements for whole school gatherings, eg assemblies.		
Make a seating plan of the class, it will help with getting to know the pupils.		
For secondary teachers, establish routines to be used with their registration class.		
Know about any other administrative arrangements necessary. Check these arrangements with other staff.		

Organisation of Resources	Action Required	Completed
Withdraw the correct number and type of jotters and other consumables from stock. Determine from other staff whether folders, binders or jotters are issued to senior pupils in secondary schools.		
Withdraw any books or materials that are required. (Certain resources may be located in the classrooms).		
Stock up on teacher consumables - pens, pencils, etc. Set up some system to make sure that they do not disappear.		
Organise all the resources that will be needed for the next day as far as possible.		
For primary teachers, write the names on each of the jotters for each subject and establish a system for storing each set of jotters centrally.		

Staff Development

Participate fully in sessions and try to get to know people, especially other new teachers. Probationers have an important contribution to make to the whole school and should not be put off by lack of experience. Fresh opinions often provide new ideas. Have a forward planner and diary readily available.

3.3 Seven Steps to Running a Smooth First Day with a New Class

All the preparation and hard work have been in preparation for this, the first meeting with the new class(es). Be confident and aim to make a positive impression.

- ❖ Be in plenty of time to receive the class/register class/subject class.
- ❖ Ensure that the class enters the room in an orderly way.
- ❖ The probationer should introduce themselves and write their name on the board.
- ❖ Work systematically through the registration/administration routines and make sure that the pupils have completed any documentation required.
- ❖ Try to make time to talk to the pupils.
- ❖ The probationer should give out jotters and other materials themselves. By doing this they can move around the room and get to know their class.
- ❖ The new teacher cannot be expected to know everything, so if in doubt ask another member of staff.

As in any other profession, there is a fair amount of administration associated with teaching. Treat the administration part of the job seriously, but do not get too bogged down with it. Like many aspects of teaching, experience will enable many of these routines to be dealt with more easily.

The Following Days

In the beginning, make sure each day is well planned and organised. It is well worth taking some preparation home as this will help with familiarising with the topics/subjects to be taught. Try not to do this every night as everyone needs some time to relax.... and do not worry too much if things do not go exactly according to plan!

3.4 In the Staffroom

It is difficult to generalise about schools and how they operate. During the initial teacher education programme there will have been experiences of different social practices in staffrooms and schools. Here are a few points which may help with avoiding any unnecessary misunderstandings.

- ❖ Observe established social practices eg arrangements for buying tea/coffee.
- ❖ Try to mix with all staff, both on a personal and professional level.
- ❖ Try to attend out of school events, especially with other probationary teachers.
- ❖ Avoid open discussion of pupils and their family backgrounds. If there are concerns regarding pupils, speak to their guidance teachers or to the head of department.

3.5 Working with Pupils

All pupils, whatever the school, will test a new teacher. They will go as far as the new teacher lets them. Draw the line straight away. Experience will have shown that the teaching style adopted by a teacher will have a direct bearing on how positive behaviour is promoted in the classroom.

Your Code of Practice

- ❖ The personal code of practice of the probationer in the classroom should be compatible with that of the school/department. It should be established and put into practice from day one.
- ❖ Remember that personal image, approach to staff, approach to pupils, are always on display. Teachers are an asset to the school and as such their image should always be a positive one.
- ❖ It is useful to observe other teachers' methods of discipline, presentation etc. A great deal can be learnt, whilst remembering to develop a personal teaching style. Taking responsibility for promoting positive behaviour in the classroom is essential.
- ❖ The points noted above also apply to meetings with parents.
- ❖ Draw on the views of experienced members of staff. Try to remember that everything cannot be achieved at once.

3.6 Dealing with Stress

It is important to learn to recognise the signs of stress, and that to be able to create strategies for dealing with these. Do not be afraid to admit to having problems - no one expects a teacher to have to cope by themselves all the time. Many talk about the importance of creating a good atmosphere for the pupils but remember that the teacher is in the classroom as well.

Seven steps to help to turn stress into creativity:

- ❖ Set realistic but challenging personal goals, however do not be too disappointed if these are not achieved first time around.
- ❖ Do not be too disappointed if the pupils fail initially to reach the goals that have been set. Use the SMART targets for both personal and pupils' progress.
- ❖ Create times both in and out of school for relaxation. When time is taken to relax make sure the opportunity is utilised.
- ❖ Any problems should be talked through with colleagues - especially with other probationers.
- ❖ Establish a network of fellow probationers for peer group support.
- ❖ Identify an appropriate experienced member of staff who can lend a "friendly ear".
- ❖ Eat well and stay healthy, the body will take time to adjust to the new pressures.

3.7 Personal Review

By the end of the second or third week the probationer will be settling in to the routines of the post. This personal review sheet gives an opportunity to reflect on what has been achieved. This could be discussed with the supporter/mentor.

Week Ending:	Action Required	Completed
Have all the necessary background information on your pupils, eg medical/learning support etc.		
Pupils respect my authority in the classroom.		
Established consistent standards of discipline in your classroom.		
Building a positive relationship with the pupils. Do not find yourself dealing with the same pupils or groups of pupils all the time.		
Classes are working well.		
Know all the pupils' names.		
Established an acceptable level of working noise during group activities.		
There is silence when you are speaking to the class.		
Appropriate modifications made to original plans.		
Can find most of the important resources.		
Familiar with library/resource centre.		
Record of work up to date and planning for the next week is underway.		
Familiar with the parts of the curriculum you are teaching.		
Comfortable in the staffroom and staffbase.		

3.8 Summary

Teaching is a career which is both a privilege and a challenge. Like any other occupation it has its ups and downs. Always remember that others will have experienced, and maybe are experiencing similar highs and lows. Talk things through with colleagues, nearly all of them will have had similar experiences.

It is easy to get totally absorbed in the job. There is no harm in this, but try to remember that there is life out of school.

4 The Standard for Full Registration

4.1 Professional Knowledge and Understanding

Curriculum

Registered teachers should have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum.

Registered teachers...

- ❖ have secure knowledge and understanding of the theory and practical skills required in the curriculum area or subject(s) to be taught
- ❖ understand how to match the level of the curriculum area or subject(s) to be taught to needs of pupils
- ❖ use and adapt materials for learning and teaching which stimulate and challenge pupils
- ❖ have knowledge of some current developments in subjects taught and how these may be integrated into their teaching and resources for learning

Registered teachers should have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.

Registered teachers...

- ❖ understand how to promote and support the individual development, well-being and social competence of the pupils in their classes/register groups; and that they have a commitment to raising those pupils' expectations of themselves and others
- ❖ understand how to apply knowledge and understanding of personal, social, vocational and health education (including drug education) at a level which stimulates and challenges pupils being taught, and raises their awareness of relevant issues
- ❖ have knowledge and understanding of current guidance on the use of ICT in schools¹
- ❖ use available ICT to enhance learning and teaching

Registered teachers in primary and pre-school...

- ❖ have knowledge and understanding of the content of the curriculum in relation to literacy and numeracy as set out in national guidelines
- ❖ plan work for pupils which is based on a secure knowledge and understanding of the developmental stages of literacy and numeracy in children
- ❖ have knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy; and select the most appropriate methods to meet pupils' needs

Registered teachers in secondary...

- ❖ have knowledge and understanding of the demands of their subject in relation to literacy and numeracy
- ❖ know how to match the demands of work in their own subject with pupils' skills in literacy and numeracy
- ❖ know how to promote attainment in literacy and numeracy necessary for pupils' work in their subject area

Registered teachers have a broad, critical understanding of the principal features of the education system, education policy and practice, and of their part in it.

Registered teachers...

- ❖ have an understanding of the principles of structure, breadth, balance, continuity and progression in the curriculum
- ❖ have knowledge and understanding of the processes of change and development in the curriculum
- ❖ can draw on relevant comparisons with other sectors and systems
- ❖ planning includes promotion of pupils' learning by highlighting conceptual connections with other curriculum areas, subjects or stages

Registered teachers have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects.

Registered teachers...

- ❖ have knowledge and understanding of, for example, sustainable development, core skills, equal opportunities, support for pupils, responsible citizenship and education for work and enterprise

Education Systems and Professional Responsibilities

Registered teachers have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it.

Registered teachers...

- ❖ have understanding, enhanced by their experience, of the national framework for, and developments in, the Scottish education system
- ❖ have knowledge, informed by extended teaching experience, of the impact of national and local policies on teaching and learning
- ❖ have a sound working knowledge of current, relevant legislation and of guidelines within and surrounding education such as documents relating to children's rights and child protection which affect teachers' daily responsibilities
- ❖ understand and can apply, in an educational context, the principles of equality of opportunity and social justice and of the need for anti-discriminatory practice

Registered teachers have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them.

Registered teachers...

- ❖ have knowledge of the role and organisation of their employing authority, its policies and development priorities
- ❖ have working knowledge and understanding of the organisation and management of their school(s), including: school development planning; procedures for staff development and review; quality assurance and school improvement; and the relationship of these features to their responsibilities for classroom learning and teaching
- ❖ are reliable in following school/stage/departmental administrative procedures in matters to do with their immediate teaching responsibilities, eg use of resources and assessment records
- ❖ have working knowledge and understanding of their contractual, pastoral and legal responsibilities as teachers
- ❖ understand the importance of their role in positively promoting school ethos in informal as well as formal areas of the curriculum. For Catholic teachers, an understanding of, and commitment to, the distinctive ethos of the Catholic school is expected
- ❖ have knowledge and understanding of their own role and responsibilities as teachers in relation to other school staff, professionals, para-professionals, agencies and parents' organisations
- ❖ understand the importance of reporting to parents or guardians on children's progress and discussing matters related to their children's personal, social and emotional development in a sensitive and productive way

Principles and Perspectives

Registered teachers can articulate their professional values and practices and relate them to theoretical principles and perspectives.

Registered teachers...

- ❖ have knowledge and understanding of the stages of child development which they are able to use to take account of their pupils' needs
- ❖ have knowledge and understanding of the main theories of learning and draw on these in thinking about and planning their own teaching and pupils' learning
- ❖ have the ability to discuss the principles informing their own view of education, the curriculum and professional practice

Registered teachers have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.

Registered teachers...

- ❖ have knowledge of how to access and relate research knowledge to their teaching circumstances
- ❖ can discuss critically how systematic investigation of, and reflection on, classroom practice can inform and develop teaching and learning

4.2 Professional Skills and Abilities

Teaching and Learning

Registered teachers are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach.

Registered teachers...

- ❖ can devise plans for effective learning in the area(s) of the curriculum or subject(s) to be taught, or themes being studied
- ❖ have knowledge and understanding to justify the content and style of their teaching in terms of its value in the curriculum, its contribution to children's learning and general development, and its relevance to the needs of the pupils being taught

Registered teachers communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively.

Registered teachers...

- ❖ can use of a variety of communicative styles, strategies and media to capture and sustain pupil interest
- ❖ can communicate the purpose of lessons and activities, and give explanations, in a stimulating manner at the appropriate level(s) for pupils in their class/classes
- ❖ can communicate with pupils in ways which involve them actively in classwork
- ❖ can communicate effectively with pupils as individuals
- ❖ are sensitive to the impact of their personal style of communication on pupils and others in the classroom

Registered teachers use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils.

Registered teachers...

- ❖ can consistently select strategies for teaching and learning appropriate to the subject, topic and interests and needs of pupils.

- ❖ have a judicious balance of direct, interactive teaching of whole-class, group and individuals
- ❖ can deploy and adopt a wide variety of resources, including ICT
- ❖ can set and mark homework which is varied in form, with clear purpose in relation to class work
- ❖ can consistently evaluate and justify their approaches to teaching and learning and take action to improve the impact on pupils

Registered teachers set and maintain expectations and pace of work for all pupils.

Registered teachers...

- ❖ have high expectations of and realistic challenges for pupils
- ❖ ensure learning tasks are varied in form, differentiated and devised to build confidence and promote progress of all pupils, including those with special educational needs and high attaining pupils
- ❖ identify and respond appropriately to pupils with difficulties in, or barriers to, learning and seek advice in relation to their special educational needs
- ❖ possess sensitive and positive attitudes towards differences among pupils (eg gender, social, cultural, religious, linguistic)
- ❖ ensure pupil initiative and independent learning are encouraged and nurtured

Registered teachers work co-operatively with other professionals and adults.

Registered teachers...

- ❖ can create and sustain appropriate working relationships with other teachers, classroom assistants and visiting professionals
- ❖ ensure effective use of support staff to assist pupil learning and welfare
- ❖ can interact effectively with parents or guardians, particularly when reporting on children's progress or their personal, social or emotional development

Classroom Organisation and Management

Registered teachers organise and manage classes and resources to achieve safe, orderly and purposeful activity.

Registered teachers...

- ❖ ensure their classroom or work area is organised to be safe, visually attractive and stimulating, with effective displays of pupils' work
- ❖ can plan and organise their classroom to facilitate whole-class, group and individual work and promote independence in pupils' learning
- ❖ can plan and organise the work of nursery nurses, classroom assistants and other helpers in the classroom
- ❖ can organise and manage classroom resources and ICT to support teaching and pupils' learning
- ❖ can use the environment and resources outside of the classroom and school to support teaching and pupils' learning
- ❖ know about and apply appropriate health and safety regulations

Registered teachers manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary.

Registered teachers...

- ❖ can use, in a consistent way, a variety of techniques to encourage pupils, promote positive behaviour and celebrate success
- ❖ can implement the school discipline policy including strategies to prevent bullying, in a fair, consistent and informed manner

- ❖ seek and use advice from colleagues and promoted staff in managing more serious acts of indiscipline
- ❖ evaluate and justify the approaches taken to managing pupils and, when necessary, take action to improve them

Assessment of Pupils

Registered teachers understand and apply the principles of assessment, recording and reporting.

Registered teachers...

- ❖ can apply baseline, summative, and formative assessment, criterion and norm-referenced techniques to assess pupils' attainments and monitor progress
- ❖ that they can select and use a range of assessment instruments, including those required by SQA, to promote and monitor learning, as an integral part of the teaching process, without dominating it
- ❖ can use a range of techniques and evidence including teachers' reports, marking of work, observation, testing and analysis of test results and assignments to establish the levels of attainment of individuals, groups and classes
- ❖ can produce and maintain well-organised, accurate records of assessments and use the results to monitor and report on pupils' progress
- ❖ are able to produce clear and informative reports for parents

Registered teachers use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach.

Registered teachers...

- ❖ monitor progress against national standards and individual targets, confirm attainment of learning outcomes, and set next steps in learning
- ❖ are able to diagnose difficulties and give advice to pupils on ways of overcoming them and making progress
- ❖ ensure feedback from assessment is given in a positive and encouraging manner and that pupils have experience of success
- ❖ ensure pupils are individually engaged in dialogue about their progress, encouraged to assess themselves and set realistic personal targets
- ❖ can use the results of assessment to set and achieve longer-term targets for a class, including (for S4-S6 teaching) satisfactory levels of performance in national examinations
- ❖ can use assessment information to identify barriers to learning and devise ways of overcoming such barriers, where appropriate with support for learning staff
- ❖ can use comparative studies of pupil attainment to inform expectations of pupils

Professional Reflection and Communication

Registered teachers learn from their experience of practice and from critical evaluation of relevant literature in their professional development.

Registered teachers...

- ❖ ensure research literature is critically reviewed in relation to understanding and developing practice
- ❖ can select and use texts on the basis of evaluating their contribution to children's learning

Registered teachers convey an understanding of practice and general educational matters in their professional dialogue and communication.

Registered teachers...

- ❖ Possess, in discussion of educational matters, an understanding of the important issues
- ❖ can write in a clear and concise way to substantiate arguments and conclusions

Registered teachers reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development.

Registered teachers...

- ❖ ensure decisions about professional practice draw on evidence and what they have learned from their own experience of teaching
- ❖ evaluate and adapt their classroom practice systematically to take account of impact on pupils
- ❖ show productive participation in professional dialogue and engagement with the processes of curriculum development and school development planning
- ❖ maintain a record of their own professional development activities and reflections, including a post-induction plan

4.3 Professional Values and Personal Commitment

Registered teachers show in their day-to-day practice a commitment to social justice and inclusion.

Registered teachers...

- ❖ respect and value children and young people as unique, whole individuals
- ❖ show respect for the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child and the Children(Scotland) Act 1995
- ❖ value and promote fairness and justice and adopt anti-discriminatory practices in all regards, including gender, sexual orientation, race, disability, age, religion, culture and socio-economic background
- ❖ show a commitment to promoting and supporting the individual development, well-being and social competence of the pupils in their classes/register groups, to raising these pupils' expectations of themselves and others; and encouragement of mutual respect and positive attitudes

Registered teachers take responsibility for their professional learning and development.

Registered teachers...

- ❖ show a commitment to self-evaluation and continuing professional development as key means to improving practice and widening areas of expertise
- ❖ contribute and respond to changes in education policies and practices

Registered teachers value, respect and are active partners in the communities in which they work.

Registered teachers...

- ❖ have positive relationships and partnerships within the community – with professional colleagues, with other professions, with parents, with other agencies and with the learners themselves
- ❖ know about environmental issues and be able to contribute to education for sustainable development
- ❖ know about the factors which contribute to health and well-being and be willing to contribute to promoting healthy lifestyles
- ❖ know about the requirements of education for citizenship and be willing to encourage pupils to be active, critical and responsible citizens
- ❖ can work co-operatively with other professionals recognising their different skills and possible different value bases